

## **Esperanza Rising – Final Test (Day 4)**

Language Arts, Grade 6

Created by Keli Jacewitz, November 2007

**Lesson Plan Summary:** In this lesson plan, students will demonstrate their progress and comprehension of the novel *Esperanza Rising*, and of the concepts characterization, conflict, and point of view.

**Objective(s):** The student will show understanding of the novel, characterization, conflict, and point of view by taking the Esperanza Rising Final Test.

### **Standard(s):**

Reading/Comprehension. The student comprehends selections using a variety of strategies. Draw inferences such as conclusions or generalizations and support them with text evidence and experience. Write to inform/tell/explain/define. Including:

- Inferring: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.]
- Drawing and Supporting Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:
  - a statement about an individual person, place, thing, or event;
  - a statement/conclusion about the future = prediction; and
  - a statement/conclusion about why something happened = cause/effect
- Forming Generalizations: A statement about a group/class of persons, places, things, or events supported by accurate information. [Note: On TAKS, that information must come from the text.] There are many different kinds of generalizations, e.g.
  - a straightforward statement about a group/class of persons, places, things, or events
  - a statement/generalizations about the future = prediction
  - a statement/generalizations about why something happened = cause/effectInductive process: draw conclusions and then validate/support it with text evidence, primarily direct quotations from the text
- Deductive process: validate/support conclusions and generalizations with text evidence (primarily direct quotations from the text)

### **TEKS §110.22. English Language Arts and Reading, Grade 6.(b)(10)(H)**

Reading/Comprehension. The student comprehends selections using a variety of strategies. Represent text information in different ways such as in outline, timeline, or graphic organizer. Including:

- Drawing Conclusions;
- Analyzing Characters and Events.

And using:

- Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters

- Web: Characteristics of a Character

**TEKS §110.22. English Language Arts and Reading, Grade 6.(b)(10)(L)**

Reading/Literary Response. The student expresses and supports responses to various types of texts. Support responses by referring to relevant aspects of text and his/her own experiences (4-8). Including:

- Analyze Characters/Motivation
- Analyze Characters/Traits
- Analyze Characters/Conflict
- Analyze Characters/Changes They Undergo

And support those responses with accurate, connected text evidence.

**TEKS §110.22. English Language Arts and Reading, Grade 6.(b)(11)(C)**

Reading/Text Structures/Literary Concepts. The student analyzes the characteristics of various types of texts (genres) Describe how the author s perspective or point of view affects the text (4-8). Including:

- why the author included certain pieces of text (e.g., introduction),
- why the author chose to tell the story from a narrator’s point of view
- why the author wrote the text (e.g., to inform, to persuade, to entertain)

And the traditional literary concept of point of view: Point of View

- Point of View: The perspective/attitude/stance toward an event, issue, another character Point of view is “the vantage point, or stance” from which a story is told, the eye and mind through which the action is perceived and filtered. .... (this) is sometimes called narrative perspective.”
- 1st Person—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrators predispositions, prejudices, and personal limitations.”
- 3rd Person/ Omniscient—This is the most common 3rd person narrative perspective. “Here the narrator, standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters, knowing the past, present and future, and (sometimes) commenting on or interpreting the actions of the characters. The major advantage of this approach is its obvious freedom and unlimited scope. Its major disadvantage is a relative loss of vividness, involvement and intimacy. This disadvantage is overcome somewhat if the narrator assumes limited omniscience?
- 3rd Person/Limited Omniscience—In 3rd person limited omniscience, the narrator focuses on the “thoughts of a single character and presents the other

characters only externally. This more restricted approach surrenders the privileges of seeing and knowing everything and typically follows one character throughout the story, presenting only those incidents in which the character is involved.”

- 3rd Person/Objective—This point of view “is an even more restricted type of 3rd person limited omniscience that prevents any subjective commentary by the author.... (This approach) also abandons freedom of movement in time and space, examination of motives, and revelation of thoughts, and restricts the narrator to only those objective details that can be seen and heard by an invisible witness. (This is sometimes) called the scenic method or the fly-on-the-wall technique.

**TEKS §110.22. English Language Arts and Reading, Grade 6.(b)(12)(H)**

**Prerequisite Skills:** The students must have finished reading the novel *Esperanza Rising* by Pam Munoz Ryan. They must also be able to apply characterization, conflict, and point of view skills.

**Materials:**

- *Esperanza Rising* Final Test - 1 per student
- notecards - 1 per student
- “I’m Through...Now What Do I Do?” - optional activity
- construction paper - optional activity
- markers and crayons - optional activity
- yarn – optional
- scissors – optional
- ruler – optional
- *Esperanza Rising* novel - optional

**Anticipatory Set:** Journal: Create a Venn Diagram in your journal. Compare YOUR everyday life with Esperanza's everyday life. What are some of things you have in common?

**Modeling:** Quickly review the skills of characterization, conflict, and point of view. Ask the students if they have any questions before the test begins.

Hand out the test to the students. Go over the directions for each section of the test. Ask the students if they have any questions. If there are no questions, allow the students to begin the test.

**Check for Understanding:** Ask the students if they have any questions about the test or the directions. Answer any questions they may have about the test.

**Guided Practice:** If the teacher chooses to do so, she may show the students how to do one of the problems on the test.

**Closure:** When all of the students have finished the test, pass out a note card. On one side, have them write down one test question that they thought was the hardest. On the other side, have them write down one question they wish had been on the test.

**Independent Practice:** The students will complete the *Esperanza Rising* final test on their own to demonstrate mastery of skills.

**Enrichment:** Students can pick from any of the following activities.

- Students who finish the test with time left over can complete the "I'm Through...Now What Do I Do?" Students can illustrate the four types of conflict in *Esperanza Rising* on construction paper.
- Students who finish quickly can take their journal entry and draw it on a piece of construction paper. Instead of writing words in the Venn Diagram, they can draw pictures.
- Using the instructions located in the back of the novel, students can create a yarn doll. The dolls can be collected and donated to a local charity.

**Remediation:**

ESL - Students can take a modified test.

SPED - Follow the students IEP. Students can take a modified test. Students can take the test in CM. The test can be read aloud to the students. The students can use the book.

GT - Students can turn in one of the enrichment projects as part of their test grade.

**Assessment/Rubrics:** *Esperanza Rising* Final Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## I'm Through...Now What Do I Do?

Directions: On a piece of construction paper, draw the following table. (Hint: you can fold your paper to make the four squares.) Using what you know from *Esperanza Rising*, draw an example of each of the types of conflict. Write a one-sentence description about your drawing. If time allows, color your drawings.

|                |                    |
|----------------|--------------------|
| Man v. Man     | Man v. Self        |
| Man v. Society | Man v. Environment |

## Making Mama's Yarn Doll

### *Esperanza Rising* by Pam Munoz Ryan

Mama made a yarn doll for the child on the train (much to Esperanza's chagrin at the time). You can create one, too! You'll need a ball of yarn, scissors, a ruler and a book (at least the size of this one, no smaller) to wrap the yarn around.

1. Cut seven 12" long pieces of yarn and set them aside. You'll use these later.
2. Holding the ball of yarn in one hand and the book in the other, wrap the yarn around the book from top to bottom 50 times. Then cut the yarn to separate it from the ball.
3. Use one of the 12" pieces of yarn and place it between the book and the yarn. (Imagine you are putting the yarn through the center of a doughnut.) Tightly tie together the 50 strands of yarn wrapped around the book.
4. Pull the yarn off the book. Hold the yarn loop so the tie is at the top. This will be the top of your doll's head. Tie another 12" piece of yarn an inch or two below the first one, gathering all 100 strands of yarn to create a round head. Tie it tightly with a double knot.
5. Cut the yarn loops apart at the end opposite the head. These strands of yarn will be used to make the doll's body and limbs.
6. Separate the yarn below the head into three sections – two arms (12 strands each) and the torso (26 strands). Tie a 12" piece of yarn around the middle section, 2 inches below the head, to form the doll's torso. Remember to leave the arms free.
7. Separate the bottom yarn below the torso into two legs. Braid each arm and leg and use the 4 remaining 12" pieces of yarn to tie at each end. Leave at least an inch of loose yarn at the ends as hands and feet. Trim any stray yarn.

Now your yarn doll is complete!

This page was re-typed verbatim from the Scholastic edition of the novel, *Esperanza Rising* by Pam Munoz Ryan.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Esperanza Rising Final Test

### Multiple Choice and True/False:

Directions: Circle only one correct answer for each multiple-choice question listed below.

1. What was the name of the ranch Esperanza lived on in Mexico?
  - a. Esperanza Ranch
  - b. El Rancho de las Rosas
  - c. Sixto Ranch
  - d. Ramona Ranch
  
2. What is the name of the river that runs between Miguel and Esperanza?
  - a. Rio Grande
  - b. Brazos River
  - c. Red River
  - d. There is no real river between them.
  
3. What did Abuelita weave into her blanket?
  - a. Silly String
  - b. Hair
  - c. Hay
  - d. Roses
  
4. Why did the ranch get burned down?
  - a. The bandits wanted money.
  - b. Tio Luis wanted the land.
  - c. Tio Luis wanted Esperanza to marry him.
  - d. Tio Luis wanted Esperanza's mother to marry him.
  
5. Who burned El Rancho de las Rosas down?
  - a. Tio Luis
  - b. Alfonso
  - c. Miguel
  - d. The Bandits
  
6. What did Senor Rodriguez bring to disguise his visits to the ranch?
  - a. Onions
  - b. Avocados
  - c. Papayas
  - d. Grapes
  
7. What type of storm occurred soon after they moved to California?
  - a. A blizzard
  - b. A hurricane
  - c. A dust storm
  - d. A tornado

8. What did Miguel and Alfonso surprise Esperanza and her mother with when they arrived in California?
  - a. Papa safe and sound
  - b. A beautiful house
  - c. Cuttings from Papa's roses
  - d. Abuelita
  
9. Why did Esperanza help Marta when she was in trouble?
  - a. She always helps people in need.
  - b. She thought of Marta's mother and couldn't leave her alone.
  - c. She and Marta were friends.
  - d. She knew that Marta would have helped her if she had been in trouble.
  
10. What was Esperanza's chore when they first got to California?
  - a. Teaching Isabel to read.
  - b. Packing asparagus.
  - c. Taking care of the babies.
  - d. Picking grapes.
  
11. What happened to Esperanza's mother after the dust storm?
  - a. She died.
  - b. She lost her job.
  - c. She went back to Mexico.
  - d. She became ill.
  
12. What did they move to California to do?
  - a. Live with friends.
  - b. Work as farm workers.
  - c. Marry Tio Luis.
  - d. None of the Above.
  
13. Why can't Miguel and Esperanza be more than friends?
  - a. She is already engaged to another boy.
  - b. She is going to be a nun.
  - c. He wants to be a train mechanic.
  - d. He is the servants' son.
  
14. What did they find when they arrived in California?
  - a. Alfonso's family had moved.
  - b. They found a very small house and a job.
  - c. They couldn't get a job because they were Mexican.
  - d. The job had been taken by another family.
  
15. What did Marta get involved with?
  - a. Bandits
  - b. Illegal Immigration
  - c. Strikers
  - d. Teaching

16. Where did Miguel always want to work?
- At a factory
  - At the railroad
  - On a farm
  - At a gas station
17. Which person did NOT travel to California with Esperanza?
- Ramona
  - Hortensia
  - Abuelita
  - Alfonso
18. Who got Abuelita out of Mexico?
- Miguel
  - Alfonso
  - Pepe
  - Lupe
19. When the woman came on the train, what was in her wired cage?
- Three Dogs
  - Seven Cats
  - Six Red Hens
  - Two Ducks
20. What nickname does Miguel call Esperanza?
- Sixto
  - Anza
  - Juan
  - Espera
21. Esperanza and her family wanted to strike?
- True
  - False
22. Flat characters can be dynamic.
- True
  - False
23. Round characters can be dynamic.
- True
  - False
24. A protagonist in a story is almost always a round character.
- True
  - False
25. Flat characters show a range of emotions and feelings.
- True
  - False

**Matching:**

Directions: Write the correct letter of the definition on the line in front of the name that matches the definition. There is only one definition for each name. All the letters will be used and each letter will only be used once.

- |                            |  |
|----------------------------|--|
| 26. _____ Sixto Ortega     | A. The eight-year-old daughter of Juan and Josafina. |
| 27. _____ Ramona Ortega    | B. Miguel's father.                                  |
| 28. _____ Abuelita         | C. Thirteen-year-old girl who is the protagonist.    |
| 29. _____ Esperanza Ortega | D. Esperanza's father.                               |
| 30. _____ Miguel           | E. Esperanza's mother who becomes very ill.          |
| 31. _____ Marisol          | F. Miguel's mother.                                  |
| 32. _____ Alfonso          | G. The son of Alfonso and Hortensia.                 |
| 33. _____ Hortensia        | H. Esperanza's grandmother and Ramona's mother.      |
| 34. _____ Isabel           | I. Esperanza's best friend in Mexico.                |
| 35. _____ Marta            | J. The striker girl who is not nice to Esperanza.    |

**Fill in the Blank:**

Directions: On the line to the left of the name, write a **D** = Dynamic or **S** = Static.

36. \_\_\_\_\_ Esperanza
37. \_\_\_\_\_ Miguel
38. \_\_\_\_\_ Mama (Ramona)
39. \_\_\_\_\_ Tio Luis
40. \_\_\_\_\_ Marta
41. \_\_\_\_\_ Isabel

**Vocabulary Definitions:**

Directions: Using the word bank listed below, write the correct word on the line to the left of the definition.

Protagonist  
Dynamic  
Point of View

Antagonist  
Flat  
Third Person

Static  
Round  
First Person

- 42. \_\_\_\_\_ A.K.A. “the bad guy,” but better thought of as the opponent of the protagonist or the central character.
- 43. \_\_\_\_\_ A character who is characterized by one or two character traits.
- 44. \_\_\_\_\_ Is a character that does not change in the course of the story, remaining essentially the same at the end as he or she was at the beginning.
- 45. \_\_\_\_\_ The narrator uses the pronoun I and tells the story from their own perspectives.
- 46. \_\_\_\_\_ The central character, or the one whose name come to mind when you ask the question, “Whose story is this?”
- 47. \_\_\_\_\_ Is the perspective from which a story is told.
- 48. \_\_\_\_\_ This character is one that does undergo an important change in the course of the story.
- 49. \_\_\_\_\_ One who is complex and perhaps even contradictory and has several character traits.
- 50. \_\_\_\_\_ The narrator uses pronouns such as he or she to refer to characters.

**Short Answer:**

Directions: On the lines below each question, write your answer in complete sentences. In order to receive full credit, you need to write 2-3 complete sentences unless otherwise stated.

From what point of view is *Esperanza Rising* told (first or third)? Explain why you think this point of view is best for the story.

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What happened to some of the people on the train when they reached the border at Mexicali?

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Discuss the Mexican proverb at the beginning of the book and how it relates to the story: *He who falls today may rise tomorrow*. Explain your answer with examples from the book.

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Which is more important to Esperanza? Explain one choice in a minimum of 2-3 sentences. Use at least one example from the book to support your answer. Circle the letter you chose.

- A. Her pride and dignity
- B. Keeping her family together

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Compare the two train rides – the one Esperanza and Miguel took as young children and the one they take to California. What is significant about the description of the earlier train ride in the story? Write at least one sentence in each box below. Think of three examples for each topic.

| <b>Train ride as young children.</b> | <b>Train ride to America.</b> |
|--------------------------------------|-------------------------------|
| 1.                                   | 1.                            |
| 2.                                   | 2.                            |
| 3.                                   | 3.                            |

**Essay:**

Directions: Write at least one paragraph on the lines below. In order to receive full credit, you will need at least 4-5 complete sentences, supported by details from the story.

What do you predict will happen to Esperanza and her family in 10 years? Describe their life with details in 4-5 complete sentences.

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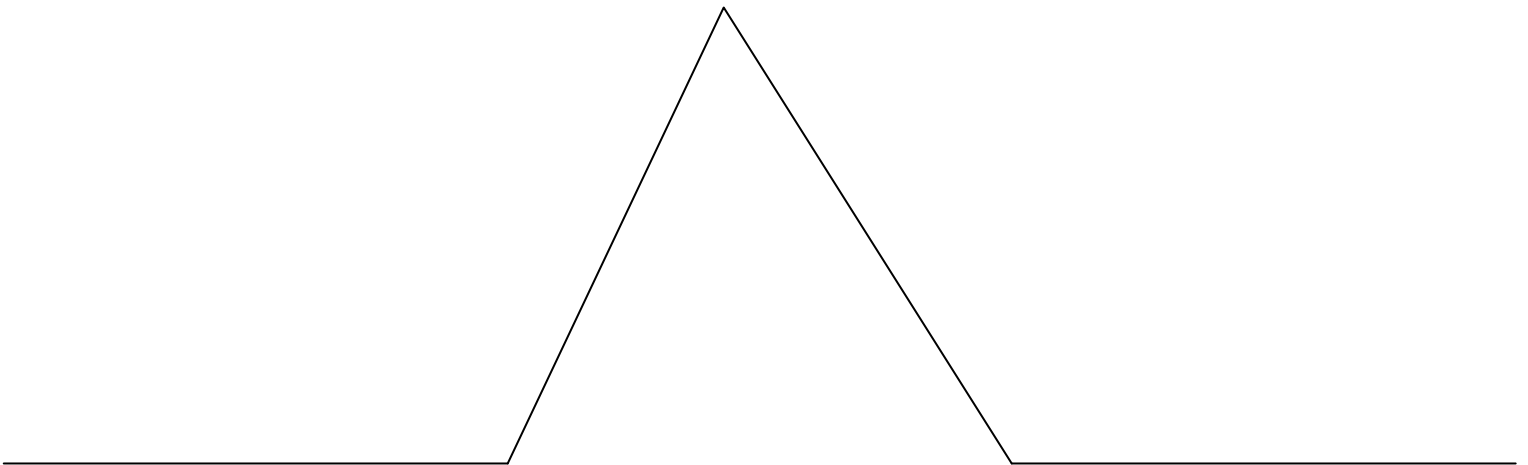
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**Plot Diagram:**

Directions: Complete the plot diagram for the entire story of *Esperanza Rising*. (**Hint:** There are 5 events - the exposition (the introduction), the rising action, the climax (the turning point), the falling action, and the resolution (the conclusion)).



Name: \_\_\_\_\_

Answer Key

Date: \_\_\_\_\_

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  - b. Anza
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- a. True
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22. Flat characters can be dynamic.
- a. True
  - b. False
23. Round characters can be dynamic.
- a. True
  - b. False
24. A protagonist in a story is almost always a round character.
- a. True
  - b. False
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  - b. False

**Matching:**

Directions: Write the correct letter of the definition on the line in front of the name that matches the definition. There is only one definition for each name. All the letters will be used and each letter will only be used once.

26. D Sixto Ortega      A. The eight-year-old daughter of Juan and Josafina.
27. E Ramona Ortega      B. Miguel's father.
28. H Abuelita      C. Thirteen-year-old girl who is the protagonist.
29. C Esperanza Ortega      D. Esperanza's father.
30. G Miguel      E. Esperanza's mother who becomes very ill.
31. I Marisol      F. Miguel's mother.
32. B Alfonso      G. The son of Alfonso and Hortensia.
33. F Hortensia      H. Esperanza's grandmother and Ramona's mother.
34. A Isabel      I. Esperanza's best friend in Mexico.
35. J Marta      J. The striker girl who is not nice to Esperanza.

**Fill in the Blank:**

Directions: On the line to the left of the name, write a **D** = Dynamic or **S** = Static.

36. D Esperanza
37. S Miguel
38. D Mama (Ramona)
39. S Tio Luis
40. S Marta
41. S Isabel

**Vocabulary Definitions:**

Directions: Using the word bank listed below, write the correct word on the line to the left of the definition.

- Protagonist
- Dynamic
- Point of View
- Antagonist
- Flat
- Third Person
- Static
- Round
- First Person

42. antagonist A.K.A. "the bad guy," but better thought of as the opponent of the protagonist or the central character.
43. flat A character who is characterized by one or two character traits.
44. static Is a character that does change in the course of the story, remaining essentially the same at the end as he or she was at the beginning.
45. first person The narrator uses the pronoun I and tells the story from their own perspectives.
46. protagonist The central character, or the one whose name come to mind when you ask the question, "Whose story is this?"
47. point of view Is the perspective from which a story is told.
48. dynamic This character is one that does undergo an important change in the course of the story.
49. round One who is complex and perhaps even contradictory and has several character traits.
50. third person The narrator uses pronouns such as he or she to refer to characters.

**Short Answer:**

Directions: On the lines below each question, write your answer in complete sentences. In order to receive full credit, you need to write 2-3 complete sentences unless otherwise stated.

From what point of view is *Esperanza Rising* told? Explain why you think this point of view is best for the story.

5 The novel is told in third person. The narrator only has access to Esperanza's thoughts. (Accept any logical opinion about why it is best.)

What happened to some of the people on the train when they reached the border at Mexicali?

5 Some of the people were sent back to Mexico. They had ridden the train all that way just to be sent back.

Discuss the Mexican proverb at the beginning of the book and how it relates to the story: *He who falls today may rise tomorrow*. Explain your answer with examples from the book.

5 This proverb is the major theme of the book. The story shows the reader that despite set backs, people can overcome anything. For example, Esperanza loses everything in Mexico, but is able to start a new life in America.

Which is more important to Esperanza? Explain one choice in a minimum of 2-3 sentences. Use at least one example from the book to support your answer. Circle the letter you chose.

- A. Her pride and dignity
- B. Keeping her family together

3 Answers will vary - accept logical answers.

Compare the two train rides - the one Esperanza and Miguel took as young children and the one they take to California. What is significant about the description of the earlier train ride in the story? Write at least one sentence in each box below. Think of three examples for each topic.

| Train ride as young children.                 | Train ride to America.                                       |
|---|--|
| 1. The children were dressed in fine clothes. | 1. Everyone was dressed in ragged hand me downs.             |
| 2. They rode in the fine dining car.          | 2. They rode in the dirty cargo area.                        |
| 3. They ate wonderful and delicious food.     | 3. They ate the provisions they had packed before they left. |

Accept any other logical answers.

**Essay:**

Directions: Write at least one paragraph on the lines below. In order to receive full credit, you will need at least 4-5 complete sentences, supported by details from the story.

What do you predict will happen to Esperanza and her family in 10 years? Describe their life with details in 4-5 complete sentences.

Accept any logical and reasonable answer.  
Must relate to the story.

10

**Plot Diagram:**

Directions: Complete the plot diagram for the entire story of *Esperanza Rising*. (Hint: There are 5 events - the exposition (the introduction), the rising action, the climax (the turning point), the falling action, and the resolution (the conclusion)).

10

